

Oakmount Day Nursery

Inspection report for early years provision

Unique reference number 309576
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Inspector Frank William Kelly

Setting address Kellet Lane, Bamber Bridge, Preston, Lancashire, PR5 6AN

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Oakmount Day Nursery was registered to the current owner in 1997 and is operated by an individual. It is based in self-contained premises located in the Walton Summit area of Bamber Bridge near Preston in Lancashire. Children are cared for within seven playrooms over two floors. Accessible facilities are available on the ground floor. Children have access to enclosed areas for outdoor play. The setting operates each weekday from 7.30am to 6pm, 51 weeks of the year. It is closed for a week at Christmas and on bank holidays.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 98 children under eight years at any one time, of whom no more than 98 may be in the early years age range. The setting currently has 160 children on roll, all of whom are in the early years age range. The setting provides care for a number of children with special educational needs and/or disabilities and offers funded places for the provision of early education for some of the three and four-year-olds. The setting is also registered to offer care to children aged over eight to 11-years and is registered by Ofsted on the voluntary part of the Childcare Register. At present the setting is not operating a service for children aged over five.

The setting currently employs 24 staff to work with the children, all of whom hold early years qualifications. One member of staff is a qualified teacher and also holds Early Years Practitioner Status. Four staff are working towards additional professional qualifications, including one who is working towards an Early Years Foundation degree. The setting receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The systems to engage parents at this setting are excellent and actively contribute to the success of the staff's ability to provide quality care that meets the individual children's unique needs. A high priority is placed on promoting children's safety and wellbeing. However, some aspects of regulatory documentation are incomplete or lack specific detail. The well-organised assessment and activity planning, first class partnerships with other services and a lively and enabling environment, ensures that children are making good progress in all aspects of their development. Self-evaluation is effective and realistic. The management regularly seeks the views of others as part of its quality checks.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that information about who has legal contact with the child and who has parental responsibility for

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the child is obtained in advance of being admitted to the provision (Safeguarding and welfare).

To further improve the early years provision the registered person should:

- further extend opportunities for children to explore and find out more about information and communication technology, both indoors and outside, so as to complement and support their learning
- refine the risk assessments to include greater detail when on individual outings.

The effectiveness of leadership and management of the early years provision

There are many robust procedures in place to safeguard children. The detailed policies and procedures accurately reflect the requirements of the Local Children's Safeguarding Board. The appointed individual who takes the lead role for safeguarding demonstrates a high level of familiarity with the procedures to be implemented to ensure that any concerns are prioritised and dealt with effectively. Staff training is made a high priority and the management has ensured that this core training has been completed and understood by all staff. Children are further protected through the setting's secure recruitment and selection processes which include the checking of identity, qualifications and completion of a full Criminal Records Bureau check.

The premises are kept clean and children's health is promoted as staff follow good hygiene procedures as part of their daily routines. Most regulatory documentation is retained, however, the information about who has parental responsibility for children has not been clearly established before children are cared for, which is a requirement. Risk assessment is in place and staff check the equipment throughout the day so that the premises are maintained in a safe and efficient manner. The outings procedure follows the recommended guidance. However, the risk assessments are general and have not been formally recorded for each specific trip or outing, for example, when the children go swimming. All staff hold current first aid certificates and the first aid boxes are checked efficiently to ensure that the contents remain suitable to meet the needs of the children.

The setting's management has ambitious vision and strives for improvement to provide high quality care and learning. All recommendations from the last inspection have been met, thus improving children's health and comfort as the arrangements for administering medication have been revised and children have regular access to water. Improved planning and the sharing of information is reflected in the quality of the children's learning and play. Investment in training for staff and a greatly improved outdoor play area demonstrates the management's commitment to raise children's achievement and implement effective improvement in the premises. The provision and outcomes for children are closely monitored through regular management reviews, cooperative working with the early years team and the seeking of parental views.

Resources and the way they are organised make this an inviting and stimulating place for children. It allows them lots of independent choices. Good quality resources reflect the diversity of the children and their families and staff are friendly and welcoming which creates an inclusive environment for all. The use of foods and celebration of a variety of special celebrations is helping the children develop a wider understanding of their wider world, thus, helping them to adopt positive attitudes towards difference.

The engagement of parents is a priority and is highly effective in practice. The welcoming and warmth of greeting, is further enhanced through the plethora of information and the way it is shared. Electronic photoframes provide information about what the children have been doing on a daily basis. An innovative use of photographs, coupled with electronic recordings made by the children, provide a delightful and animated way of sharing information. This includes how and what the children are learning through their play. Parent's views are sought on a regular basis, with findings from questionnaires openly reported back. Parents are invited to join working parties to contribute their opinions on a diverse range of subjects, for example, the establishment of disabled parking facilities. The setting is actively contributing to working in partnership with other services and external agencies to ensure that the children with special educational needs and/or disabilities get the first class support they require. Highly motivated staff have an excellent understanding regarding their responsibilities. They effectively ensure that the coordination and engagement of other professionals and services is implemented robustly to support the children. This includes comprehensive monitoring of children's care plans and the engagement of other professionals when organising the physical environment and equipment. The commitment by the management to supporting children is reflected in the way it deploys staff to support children with specific needs as they make the transition to school.

The quality and standards of the early years provision and outcomes for children

This is a lively and well organised place for children to play and learn. Babies and young children demonstrate a strong sense of security and feeling safe as they have built up warm and trusting relationships with the adults who care for them. For example, assured by the presence of a familiar adult, one baby engages visitors by offering a toy to them. The child is tentative at first but, with staff's reassurance and acknowledgement, is soon animatedly interacting with new adults, beaming and babbling with glee. Indoors children have trays of familiar toys and objects to investigate. For example, there are baskets of natural materials and trays of shaving foam that allow tactile experiences. Outdoors there is a large sand pit, a hidden den full of straw and a display of locks and handles that encourage children to investigate and problem solve. Water play is thoroughly enjoyed as children operate the tap on the water butt to release additional water. They extend their play by mark making with the water and brushes. Books, stories and singing are enjoyed throughout the day. There are lots of opportunities to be active, and children demonstrate a sense of adventure as they practise walking along the stepping logs, some visibly gaining confidence and improved agility with

each attempt.

The staff have high expectations for the children. They plan well to ensure that children's learning experiences are maximised and that the daily routines actively support them to achieve the five Every Child Matters outcomes. Thus, children learn to keep themselves safe and healthy as they go about their daily routines. For instance, they hold the hand rails and act sensibly when using the stairs. They are learning about the importance of eating a healthy diet and are served a wide range of freshly prepared, tasty nutritious meals. Staff further support children's healthy lifestyles by talking about the benefits of food. For example, they make enthusiastic 'yum' noises when serving the brown toast. Children have good access to water to keep themselves hydrated. They wash their hands at appropriate times and staff encourage the regular brushing of teeth. Staff skilfully help children of all ages to develop positive attitudes and good interpersonal skills, for example, when younger children become frustrated over the doll and buggy, staff engage them in a role-play scenario where they happily share the doll. Older children, who become upset over the lack of paintbrush, accept with good grace the adult's gentle and well-phrased explanation, further enhanced by the use of visual aids such as a sand timer. Children are soon self-regulating their sharing, taking turns to set the timers.

Regular observations and planning ensure that children's next steps for learning are identified and action is taken to ensure they get experiences to build on this. A management system is in place for monitoring the consistency and regularity of this. Thus, the teaching is rooted in good practice. The varied daily programme is enhanced by daily opportunities to use numbers, count, and explore a range of technology, but, for some children, the access to equipment such as the digital cameras is limited. However, children are making good progress and enjoy their learning. They play with pleasure and a sense of purpose. They demonstrate curiosity and desire to be inquisitive learners. These skills are supporting children to develop their skills for the future.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met